Program Description

The MVC Library serves students across all disciplines and programs, including off-campus students at MSJC’s Temecula sites and online distance education students. The Library’s primary function is to support student and faculty research and information literacy in all disciplines by providing materials that support the curriculum, research services, and library instruction.

I. Assessment and Program

A. Assessment Summary
Please list your current SLOs and SAOs (click on “Student Services” near the top of the page after following the link). Please summarize the discussions, analysis and improvements resulting from your assessment effort since the last program review. Please note any changes to the SLOs/SAOs for use next year. NOTE: compared with the program data (section I.C below), the assessment data (e.g. student/campus surveys regarding knowledge, or change in habits, values and traits, having utilized your service) is collected specifically to measure achievement of your measurable outcomes (i.e. your SLOs and/or SAOs). If there was no program review and assessment, this data would not exist!

1. Library Program Learning Outcomes
   a. Navigate the library's website and discover how to access the library's resources remotely.
   b. Distinguish between the types of services, materials, and resources, both physical and virtual, available at the library.
   c. Select an appropriate catalog or database and develop search strategies to identify and locate sources that fulfill information needs.
   d. Evaluate information sources in any format to determine type, relevancy to topic, bias, currency, and accuracy.

2. Services provided by faculty Librarians to support PLO’s
   ▪ Reference desk assistance for research and information needs
Program:

- Library instruction sessions (see additional details below)
- Special research techniques workshops (ex. Honors classes)
- Outreach to teaching faculty with information on resources pertaining to their students’ research needs and assignments
- Subject specific LibGuides and online tutorials (i.e., CDE and History)
- 24/7 Ask a Librarian Service (online chat base reference service), staffed by MSJC Librarians and academic Librarians throughout the United States
- Peer Research Assistants to provide additional support for students with basic reference and technology questions. *

*See Program Goals for additional information.*

3. Library Instruction

The library provides information literacy instruction sessions to classes at the request of the instructor. In Fall 2018 the MVC Librarians conducted 72 library instructions sessions with an attendance of 1925 students.

<table>
<thead>
<tr>
<th>Fall 2018</th>
<th>Spring 2018</th>
<th>Fall 2017</th>
<th>Spring 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>72 sessions</td>
<td>52 sessions</td>
<td>56 sessions</td>
<td>54 sessions</td>
</tr>
<tr>
<td>1925 students</td>
<td>1,353 students</td>
<td>1,461 students</td>
<td>1,272 students</td>
</tr>
</tbody>
</table>

These instruction sessions contribute to the library’s PLO’s and MSJC’s Core Competencies, specifically: Information and Technology Literacy. After attending a MVC library orientation a student will be able to:

1. Select an appropriate database or catalog based upon identified information needs.
2. Demonstrate how to locate appropriate materials in the library catalog or databases using appropriate search techniques.
3. Distinguish between the types of resources available in the library catalog, e-book collections, databases, and the Internet
4. Identify and locate an item in the library based on call number.
5. Recall how to access the library’s resources remotely.
Assessment of SLOs for orientations has been difficult due to time lack of staff, time, constraints and lack of adequate software for assessment. The Library is currently using LibWizard to develop assessment tests for pre and post instruction.

Limited Library faculty prevented the ability to significantly increase the number or sessions offered each semester in previous years. With the Instruction Coordinator, there was a 28.5% increase in instruction sessions, extending the reach with positive outcomes. Pre and post assessment tests indicate overall increases in student confidence, ability to meet research assignment requirements, and ability to evaluate and select information sources. This is an improvement over one-shot orientation sessions previously offered by the library. The sessions offered by the instruction coordinator are based on point-of-need support and close collaboration with the faculty. Continued effort in this redesign is promising. **See Program Goals for additional Information**

The MVC Librarians also provide research workshops, open to all students, but with special sessions for Honors and FYE students. These workshops cover topics like how to develop search strategies, use periodical databases, and conduct library research as part of the new information literacy model. Most workshops are provided by the Instruction Coordinator Librarian.

4. **Student Assessment of Library Services/Library PLOs**

To gauge student satisfaction with library services and resources and measure Library PLOs, a student satisfaction survey was administered in the fall of 2018. The survey was completed by 646 students who specifically rated the services of the Menifee Campus Library. The survey was self-administered using Survey Monkey emailed to students by the Institutional Research department. Questions relating to the Library’s PLOs were included to gauge student awareness and abilities.

- **Assessment of PLO #1** – Overall (SJC and MVC responses), 81% of students reported that they were able to navigate to the Library’s website and access materials from off campus. 10% reported that they had never attempted to log into materials remotely, and 9% reported that they were not able to navigate to the Library website and access materials remotely.

- **Assessment of PLO #2** – The students rated the materials and services by their importance in helping to complete class assignments. The students ranked the following materials and services as very important in completing class assignments: 1. Library computers and/or Wi-Fi (77%) 2. Study space (72%) 3. Printing (70%) 4. Finding articles in databases (69%) 5. Using textbooks (55%) 6. Librarian help with research assignments (48%). Least helpful were DVDs and CDs (20%), print magazines and newspapers (28%), and checking out print books (40%).
5. **Online Library Instruction and Tutorials**

The MSJC Libraries entered into a contract with Credo Education in spring 2017 to offer fully-online information literacy modules that provide equitable library instruction and orientations to online, hybrid and satellite campus students. The SJC Librarians spearheaded this effort and created a custom orientation that is accessible on the website and can be embedded in Canvas. Classroom instructors embraced the opportunity to include the online orientation in their Canvas course shells, thereby providing library research skill instruction without intruding on class time. At the end of the fall 2018 semester, the online orientation had over 10,000 views, either from students accessing it independently on the website or through a link provided by their instructors. (SJC Library Program Review, 2018, p.2).

Efforts have been made for collaboration with the DELTA team on embedding Credo into the course wrapping services as well as developing better distance learning services in Canvas. There is currently limited online research assistance, with increasing demand as online courses continue to expand. Continued collaboration is planned.

6. **Credit Courses**

The Libraries also offer a stand-alone credit course in library research/information competency, Library 101 (1 unit). The three unit Library 100 course has been deactivated at the request of the Curriculum Committee. Library 101 is currently offered online once each semester and is currently taught by a part-time faculty Librarian. (See SJC Library Program Review for Library 101 data).

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### B. SLO/SAO/PLO to CCs Matrix.

Please enter your actual learning outcomes in place of “LO 1, LO 2” etc. in the table below and indicate with an “X” the mapping from SLO/SAO/PLO to CC. Here are some instructions to assist you!

<table>
<thead>
<tr>
<th></th>
<th>Communication</th>
<th>Critical Thinking</th>
<th>Aesthetic Awareness</th>
<th>Social Awareness</th>
<th>Responsibility</th>
<th>Scientific Awareness</th>
<th>Information and Technology Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Navigate the library's website and</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Program:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
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<td>---</td>
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<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>discover how to access the library's resources remotely.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distinguish between the types of services, materials, and resources, both physical and virtual, available at the library.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select an appropriate catalog or database and develop search strategies to identify and locate sources that fulfill information needs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluate information sources in any format to</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
C. Program

Please review the “internal process” data for your program and analyze it. NOTE: Compared with assessment data from SLOs and SAOs above, this data, whether captured yet or not, is typically “self-generating” (e.g. the amount of student traffic/engagement in offices and via phones and computers or the data in/conclusions of reports that you file for MSJC or a professional affiliation). It is the data that results from the typical, normal activity of your service. This data exists (because you work hard to serve your students) whether or not program review and assessment is being done!

1. Program—MVC Library Services

The MVC Library provides materials, services, research assistance, and library instruction to individual students, faculty, and class groups. The Library routinely compiles statistics, including the number of students using the library (gate count), the types and number of physical and digital resources checked out and accessed, the number of reference/research questions answered, and the number of group instruction sessions offered. The figures below represent library statistics for the 2017-18 academic year and previous years if applicable for comparison.

2. Program Statistics

a. Gate Count: 153,654 (approximate)

b. Previous years gate counts for comparison:

   2016-2017: 169,243
   2014-2015: 169,237
   2013-2014: 155,292
   2012-2013: 153,498
c. **Print Book Collection Size:** 25,086 (circulating and reference books)

d. **E-book Collection Size:** 270,227*

   *Some e-books are owned by the MSJC Libraries while the majority are part of a subscription service. Annual figures fluctuate moderately due to additions/deletions from vendor subscription collections.

e. **Number of Subscription Databases:** 57

f. **Print Resource Check-outs or In-library Use:**

<table>
<thead>
<tr>
<th></th>
<th>2017-2018</th>
<th>2016-2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books/periodicals</td>
<td>3,914</td>
<td>5,101</td>
</tr>
<tr>
<td>Textbooks</td>
<td>14,694</td>
<td>13,788</td>
</tr>
<tr>
<td>DVD/Media</td>
<td>2,620</td>
<td>3,402</td>
</tr>
</tbody>
</table>

Total circulation: 27,855

Previous years print usage for comparison:

   2016-2007: 22,291
   2014-2015: 23,799
   2013-2014: 15,287
   2012-2013: 16,906
   2011-2012: 16,453

f. **Digital (online) Resources Usage:**

<table>
<thead>
<tr>
<th></th>
<th>2017/2018</th>
<th>2016/2017</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of E-books</td>
<td>254,773</td>
<td>259,499</td>
<td>2% decrease (1)</td>
</tr>
<tr>
<td>Number of Databases</td>
<td>63</td>
<td>67</td>
<td>6% decrease</td>
</tr>
<tr>
<td>Program:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>E-books Use</strong> (2)</td>
<td>57,038</td>
<td>73,062</td>
<td>22% decrease (3)</td>
</tr>
<tr>
<td><strong>Database Use</strong> (2)</td>
<td>627,371</td>
<td>602,277</td>
<td>4% increase</td>
</tr>
<tr>
<td><strong>Streaming Video Use</strong> (2)</td>
<td>28,377</td>
<td>29,430</td>
<td>4% decrease</td>
</tr>
</tbody>
</table>

(1) Some e-books are owned by the MSJC Libraries while the majority are part of a subscription service. The total number of e-books typically fluctuates moderately due to additions/deletions from vendor subscription collections.

(2) Total views, downloads, or accesses

(3) This dramatic decrease resulted solely from a drop in use of the Springer e-book collection. It was discovered during the year that some of the Springer collection was inaccessible. It took time to troubleshoot the issue. There may also be a difference in how Springer counts usage. MSJC Librarians will continue to monitor the Springer collection and its usage.

g. Reference Desk Transactions:
   2017-2018: 9,052 (33.6% increase over FY 16-17)
   2016-2017: 6,773

h. Questions/Assistance: 29,346
   Informational and technology: 20,294
   Ask a Librarian Chat (district wide): n/a

3. Library Usage
The Library continues to see a high demand from students for physical services including face-to-face research assistance, textbooks, computer resources and study spaces.

The Library provides the only “open” computer lab on campus and demand for computer use is high. Two additional computers with graphic design software were added to accommodate students, which collectively makes 62 high use stations. Study space is also in demand, and at peak hours, there are few to no seats available to accommodate students. Based on the annual student survey conducted by the library, the greatest demand articulated by the students was the need for more group and individual
study space. In response to this, two new study rooms were created, but there is still a need for them to be outfitted with furniture and media. Design and quotes are in progress to equip the rooms based on the user survey, which concluded that collaborative, comfortable furniture and media is most desired by students. Patron counts have remained stable over several years, and students regularly ask for increased hours and both quiet and collaborative areas for study. **See Program Goals for additional information.**

a. Print Material

Print material, primarily circulating books and textbooks, remains a popular format with students using the Library. Print books are still being purchased but the overall collection is becoming dated. *82% of the print book collection was published prior to 2010, and 51% of the print books were published before 2000.* Students utilizing research assistance often request print books only to complete assignments Additional funding is needed to update and increase print holdings to provide current resources for students across the District. When the TVC Library opens, the MVC Library will be supporting students at an additional location. **UPDATE:** A RAP will be submitted in the spring of 2019 for an increased print book budget.

The reference book collection was heavily weeded and moved to a new location to construct a “Computer Commons.” *See Program Goals for updated information*

b. Textbooks

As part of an initiative to increase student retention and success, both MSJC Libraries receive a grant from Student Equity to keep a collection of current textbooks on reserve. The demand and use of the Library’s reserve textbook collection continues to grow.

**UPDATE:** In FY 17/18 the textbooks were used approximately 14,694 times. In the fall 2018 Library Student Satisfaction Survey, 79% of students responded that the textbook collection was very important, important or fairly important in helping them to successfully complete class assignments. The Library will continue to advocate for textbook funding to support student success.

c. Digital Resources

The biggest increase in material use statistics continues be in the Library’s digital resources. There is an increasing demand for resources that can be accessed 24/7, especially to support DE and off-campus students across the district. The Libraries work with department chairs and faculty to select appropriate resources to support MSJC students in all disciplines. Students enrolled in distance education and off campus courses may rely exclusively on the Library’s online resources.
d. Reference/Research Assistance
The Library provides research assistance and technology/computer support to students and faculty in person, by phone, e-mail, via the Ask a Librarian 24/7 live chat service available through the Library website. As student FTES increase there is a higher demand for services at the reference desk in the library. The two full-time Librarians currently provide reference services and library orientations. UPDATE: In Fall 2018, a part-time Instruction Coordinator Librarian was hired to help with instruction and reference demand. From Fall 2017 to Fall 2018 there was a 33% increase in reference questions (4,657 vs 6,349 individual questions) and a 28.5% increase in instruction sessions (56 vs 72 sessions provided). It would not have been possible to provide this service without the additional support from the Instruction Coordinator Librarian and the Peer Research Assistants (see below). The MVC Library has never met Title 5 staffing standards for CCC Libraries and should be employing at least four full-time faculty Librarians (see facilities and staffing section). UPDATE: A RAP will be submitted for additional funding for Associate Librarians.

II. Planning and Resource Requirements. To minimize disproportionate impacts, please balance district efficiency with equity and access.

A. Program Goals
Be sure to review the goals and objectives from your last program review and include those that are still active! Put in your new goals here!

1. Reference and Library Instruction
The MVC Library strives to ensure that all students and faculty have access to information and services which support the processes of learning and scholarship in accordance with the Association of College and Research Libraries (ACRL) Information Literacy Competency Standards for Higher Education. In light of the recent inclusion of the Information and Technology Literacy Core Competency as well as other initiatives like AB 705, teaching faculty are facing great pressure to incorporate information literacy into their instruction goals. As a response, the library is working toward embedded librarianship through increased faculty collaboration and by meeting information literacy learning objectives through specialized library instruction incorporated into the student learning process. The library will continue to offer workshops on a variety of topics from basic skills to advanced research, partner with faculty in the classroom at the point of the information need, and offer increased support for distance learning through expanded digital resources. Emphasis is on meeting specific information needs as outlined in the learning objectives for each subject, especially those in English 92, 98,
and 101. The library will increasingly focus on these faculty-facing efforts in order to support college's information literacy goals and objectives through increased awareness, instruction, and collaboration. The majority of these efforts are made possible through the Instruction Coordinator Librarian position due to time constraints and limited library faculty. Every effort will be made to fund the position in order to continue providing increased services and support for student success.

2. **PRA Program**
   The Peer Research Assistant (PRA) program aims to provide specialized, individual information literacy support through peer-to-peer tutoring services, particularly for those in basic English courses. The PRA students promote collaborative thinking, teach their peers to synthesize information effectively, and share awareness of resources through a discussion based session that allows students to explore and practice skills outside of the instruction environment. This program was funded through a Basic Skills Initiative grant in fall 2017 and was piloted in spring 2018. Through various assessments and surveys, it has been determined that the program at its outset is highly successful, with great reviews concerning delivery of concepts and improved confidence levels for students after the sessions. The PRAs account for approximately 55% of the directional and reference questions posed to the library staff, which significantly improves the scope of Library services. The aim is to continue funding in order to make the PRAs a standard service. In anticipation that the Basic Skills funding will be discontinued, a RAP will be submitted for ongoing district funding.

3. **Digital Badging**
   The library is beginning the preliminary stages for developing a digital badging program for information literacy. This would provide an opportunity for students to obtain micro-credentials for successful demonstration of mastered information literacy skills. It would support information literacy outcomes for instructors who elect to integrate the assignments in their course curriculum. It would also extend further support for institutional technology and information literacy outcomes by providing opportunities for students to elect to improve their skills. This would be a primary outlet for distance learning objectives. Currently, the program is being designed and the librarians are committed to a digital badging workgroup that will recommend software for adoption by the institution.

4. **Reference Statistics**
   Beginning in Spring 2018, a new reference services assessment was developed to illustrate the Library’s connection and contribution to PLOs, SLOs and core competencies. The data allows us to specify the outcomes to which the library contributes, and helps us develop programs aimed at improving specific services.
B. Facilities

The Library has been in the process of redesigning existing spaces to accommodate the need for additional seating, computers, and collaborative study spaces. There are two new study rooms that have minimal, temporary furnishing. These spaces are in high demand, and requests for whiteboards, media, and comfortable seating has been documented through user studies. The Library is now utilizing a flexible computer commons space in the library for instruction sessions, workshops, and collaborative student space. The room has significant issues that compromise on the learning atmosphere, including poor air circulation, limited computer access, and limited seating. Efforts to update the space will include better furniture, air conditioning options, and quotes for functional laptops. The laptops currently used for instruction sessions were previously used by the nursing department and were absorbed by the library instead of disposed. They are slow, clunky, and have problems connecting to the server. This severely limits instruction as most of the demonstrations and authentic learning activities must use computer access. Focus will be on obtaining laptops that provide quick web access at a low cost.

The Research Assistance desk is also in need of a redesign. The current desk, which serves as a reference services workspace for two librarians, provides only one route of exit. In the event of an emergency, the librarians have no alternatives. This desk is also ergonomically inefficient. With a new, flexible design, productivity will increase, safety will be addressed, and the risk of occupational injuries will decrease.

The Library will continue to advocate for student centered spaces and services in the LRC building that directly support student success. The Library and tutoring center have both lost student spaces in the building in prior years. The Writing Center is now located within the library. The services have merged well with increased collaboration and successful support to students.

Goals:

1. Purchase functional and appropriate laptops for the instruction sessions.
2. Outfit the study spaces with comfortable seating and collaborative media.
3. Redesign the Research Assistance Desk to promote productivity, safety, and occupational health

C. Staffing

1. Faculty
The MVC Library employs two-full time Librarians, one part-time Instruction Coordinator Librarian, and two part-time Associate Faculty Librarians (funded by the Library budget). Additionally, a part-time Associate Librarian has been funded by Student Equity for five hours per week in order to extend Friday service hours until 5pm. The Libraries do not meet Title 5 staffing standards for CCC Libraries (see table below). The lack of Librarians directly impacts the services that we are able to provide to students and faculty.

Additional library faculty should be hired to provide services to off campus and distance education students. Other college libraries with satellite locations and distance education programs often employ a “distance education” librarian. Present library faculty are not adequate to provide services to all locations within the district. There is currently insufficient funding in the Library budget for additional Associate Librarians. Library hours were lost in 2009 due to budget cuts and lack of staffing.

The Instruction Coordinator Librarian has been a widely successful addition to library services. Of the faculty instructors who partnered with the Instruction Coordinator, 86% highly agree that they would recommend the service to other faculty. Almost all highly agreed that there was a noticeable difference in student performance. Without the Instruction Coordinator, there would be significant detriment to services provided, including one-on-one reference. Continued funding is essential to maintain high levels of collaboration with teaching faculty. Currently, this position is funded by Basic Skills.

**ALA/ACRL AECT Minimum standards for Libraries (Modified) Title 5 section 58724:**

<table>
<thead>
<tr>
<th>College size FTES</th>
<th>Faculty Librarian</th>
<th>Support Staff</th>
<th>Periodicals/No. of Subscriptions.</th>
<th>No. of Volumes</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;1,000</td>
<td>2.0</td>
<td>3.0</td>
<td>230</td>
<td>30,000</td>
</tr>
<tr>
<td>1001-3,000</td>
<td>3.0</td>
<td>4.5</td>
<td>300</td>
<td>40,000</td>
</tr>
<tr>
<td>3,001-5,000</td>
<td>4.0</td>
<td>6.5</td>
<td>500</td>
<td>60,000</td>
</tr>
<tr>
<td>5,001-7,000</td>
<td>5.0</td>
<td>9.0</td>
<td>700</td>
<td>80,000</td>
</tr>
<tr>
<td>Each additional 1K</td>
<td>0.5</td>
<td>1.0</td>
<td>50</td>
<td>7,500</td>
</tr>
</tbody>
</table>
Student credit FTES for MSJC 2016-2017:

<table>
<thead>
<tr>
<th>FTES</th>
<th>AY Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>District Total</strong></td>
<td><strong>10,440.1</strong></td>
</tr>
<tr>
<td>BAN</td>
<td>195.4</td>
</tr>
<tr>
<td>MVC</td>
<td>5,116.0</td>
</tr>
<tr>
<td>ONLIN</td>
<td>1,411.8</td>
</tr>
<tr>
<td>SJC</td>
<td>3,110.5</td>
</tr>
<tr>
<td>TEM</td>
<td>605.3</td>
</tr>
<tr>
<td>DLRLC</td>
<td>1.1</td>
</tr>
</tbody>
</table>

Goals:

1. The library will continue to present proposals for new library faculty to the Joint Hiring Committee. Lack of adequate staff has been noted in multiple MSJC reports over the years (Library and Technology Unit Plan Revision 2010, p. 11), (MSJC Education Plan, 2009-2016 Supplement, p.52) UPDATE: A proposal was submitted for FY 2018-2019 with mid-level scoring but not approved.
2. Continue to seek additional funding for part-time Associate Librarians to provide reference desk coverage and additional support to the full-time Librarians. The Associate Librarians are funded from the Library budget, not the MSJC Associate Faculty budget.
3. Seek permanent funding for the Instruction Coordinator Librarian position to support information literacy outcomes.

2. Classified Staff

The MVC Library employees 4 full-time classified staff. Classified staff and Librarians have taken on additional responsibilities after the elimination of the Library/LRC Coordinator position in 2013. More classified support is needed to complete tasks now delegated to the Librarians: acquisition of materials, maintenance of accounting records, statistical reports, and other classified duties. The lack of staffing has been noted in each program review since the Coordinator position was eliminated. Additionally, classified support will be needed to prepare for the opening of the new library at the
Program:

Temecula site and the transition to the new Library Software Platform, Ex Libris. The libraries do not currently have enough staff to handle additional responsibilities. A CAPPR will be submitted in the spring of 2019 for an additional Library Technician III.

D. Technology

Proxy Server update: The EZ Proxy software used to authenticate students into the library databases was updated in the fall of 2018. The libraries rely heavily on the IT department to maintain EZ Proxy and update the database settings as needed.

The library is currently using aged laptops for instruction sessions. These laptops were surplused by the nursing department and revamped for the library. However, they are slow and clunky, and students have difficulties using them. Quotes are in progress for less expensive, web-friendly, fast laptops to meet this need.

Both MVC and SJC libraries will be migrating to the Ex Libris library services platform. Funding was made available at the state level to pay for the migration and first-year subscription fees for all California community colleges. IT support services may be required for smooth transition. This platform can potentially save the district $20k+.

Goals:

1. Get quotes and secure funding for new instruction laptops.

E. Budget and Collection

The Library will seek stable funding for developing and maintaining the Library’s collections as described above and recommend a funding formula that takes into account inflation, enrollment growth, as well as growth of programs, courses, and sections. The Library budget is not augmented to keep pace with inflation or replace outdated and obsolete material and grow the collection. Until a funding formula is implemented the Libraries will continue to submit RAPS to provide the funding to maintain and enhance the collections. The MVC Library budget challenge has been ongoing for many years. It has been noted in the MSJC Education Plan 2009-2016 that “collections are growing and usage is high, but on-going budgetary support appears to be low…” (p. 51). From the 2010 Library and Technology Unit Plan Revision: “Develop a plan for incrementally increasing library budgets especially when subscriptions to electronic databases are tied to enrollment growth.” (p9). Unit Plan 2015-2016: “In order to meet the goal of providing current relevant sources, the library must secure stable funding for developing the library’s collections.”
Program:

(p3). **UPDATE:** A RAP for streaming media was approved for both Libraries in the fall 2018 semester. A RAP will be submitted to increase funding for print books.

**Goals:**

1. Continue to provide current and relevant materials that support the instructional, research, informational and cultural needs of the MSJC community.
2. Update the print book collection and secure increased funding to maintain the currency of the collection.
3. Continue to increase online resources including, e-books and databases that offer 24/7 access to library materials and that improve equity for online and satellite campus students.
4. Continue to weed obsolete print and digital resources.
5. Continue outreach efforts seeking teaching faculty input into collection development, including recommendations for print and online resources that support their programs as well as assessment of existing materials

**F. Professional Development**

Regular attendance at Internet Librarian and other library related technology conferences and workshops is crucial for staff development and keeping abreast of developments related to the use of technology in the delivery of library services.

**III. Budget Allocation** Please identify all RAPs and CAPPRs that you plan to submit this year. NOTE: The actual RAP and CAPPR templates do not need to be completed yet, but they are due **14 February 2019**.

**A. 2019-20 RAP (Resource Allocation Proposal) Submissions**

1. Print book budget increase
2. Laptop computers
3. Collaborative study room technology and furniture
4. Instruction Coordinator Librarian
5. Peer Research Assistants

**B. CAPPRs (Classified Administrative Personnel Prioritization Request)**

1. Instruction Coordinator Librarian
Program:

2. 2. Peer Research Assistants
3. 3. Associate Librarians
4. 4. Library Technician III

IV. Final Summary

A. Based on the data and analysis contained in this review, please forward your three greatest needs to your dean/division.

1. An additional full-time librarian to oversee district-wide outreach and library instruction.
2. Stable funding for developing and maintaining the Library's collections and a funding formula that takes into account inflation, enrollment growth, as well as growth of programs, courses, and sections.
3. Furnishings and equipment for two collaborative study rooms
4. Laptops for instruction sessions
5. Adequate representation in the MSJC institutional documents to provide us with the documentation and justification for our RAPs.

B. Will the implementation of any innovation in this review require collaboration outside your department? If so, how will this collaboration be initiated and maintained? Example: If this program review contains an innovation requiring collaboration with another student services department, instructional program or administrative unit, how will contact be initiated and collaboration maintained? Who will be the individuals involved?

C. Discuss any major activities/highlights/achievements and any service/student success innovations during the past year.

- The library received a Basic Skills grant in Fall 2017 to fund the Peer Research Assistant (PRA) program, which provides specialized, individual information literacy support through peer-to-peer tutoring services. The PRAs provide approximately 55% of the directional and reference questions posed by student patrons, which significantly improves the scope of Library services. With the increase of reference questions at 33% for Fall 2018, there is direct correlation between the PRAs being available to answer questions and increased support through library services.
- Student Equity continues to fund a collection of textbooks to be available in the library for every course offered on the MVC campus. This collection is highly popular with students, contributing to both ease of access and monetary relief for students with a variety of socioeconomic standing.
- The library has devoted much effort to faculty-facing practices for information literacy instruction. Close collaboration between the Instruction Coordinator Librarian and instructional faculty has been key to the 28.5% increase in instruction sessions for Fall 2018.
The redesign of the library to include an instruction room has offered more opportunity for instruction, workshops, and collaborative space for students to work. The Writing Center relocation to the library has facilitated new partnerships and increased student support.

D. Is there any additional information that you wish to share regarding your program?

E. Please list all faculty and classified (and others) who participated in this review.

Carrie Consalvi, Librarian
Sherri Moore, Department Chair

F. Any suggestions, concerns or constructive criticism regarding the MSJC program review process?

Although the MSJC Libraries are integral to student learning across the disciplines, and critical to DE students, there is often insufficient acknowledgement of our services and needs in MSJC institutional documents (Master Plan, Student Equity Plan, etc.). The Library’s contributions and needs must be adequately represented to provide us with the documentation and justification for our RAPs.

Once you have completed this entire form, please mailto:programreview@msjc.edu

Due Date: 18 January 2019

17 January 2019, Final Version

Links:

Glossary (for Continuous Improvement)

2017-20 MSJC Continuous Improvement Manual